COASTLINE COLLEGE

2018-2019
Annual Program Review

Process Technology

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Section 1: Program Planning:

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Process Technology Enrollment	208	307	386
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Process Technology Resident FTES	17.24	25.19	31.95
Sections	8	10	11
Fill Rate	58.1%	68.0%	87.2%
WSCH/FTEF 595 Efficiency	396	459	567
FTEF/30	0.8	1.0	1.0
Extended Learning Enrollment	0	7	22

The percentage change in the number of Process Technology **enrollments** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Process Technology credit courses showed a substantial increase from 2015-2016 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Process Technology courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Process Technology courses showed a substantial increase from 2015-16 and a substantial increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Process Technology courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15.

The percentage change in the **FTEF/30** ratio for Process Technology courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial increase in the number of Process Technology **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Process Technology Enrollment	208	307	386

Modality	2014-15	2015-16	2016-17
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	17.8%	17.9%	20.7%
Male	78.8%	81.1%	79.3%
Unknown	3.4%	1.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17
African American	7.7%	8.1%	13.2%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	9.6%	10.4%	10.4%
Hispanic	19.2%	30.6%	25.9%
Pacific Islander/HI Native	0.0%	1.0%	0.5%
White	49.0%	28.3%	28.5%
Multi-Ethnicity	10.6%	18.9%	20.2%
Other/Unknown	3.8%	2.6%	1.3%

Age Group	2014-15	2015-16	2016-17
19 or Less	4.3%	5.2%	3.4%
20 to 24	11.1%	16.6%	20.2%
25 to 29	31.3%	27.0%	34.2%
30 to 34	21.2%	13.0%	16.8%
35 to 39	17.3%	12.4%	10.1%
40 to 49	11.1%	18.9%	12.2%
50 and Older	3.8%	6.8%	3.1%

Process Technology courses made up 0.6% of all state-funded enrollment for 2016-17. The percentage difference in Process Technology course **enrollment** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. Enrollment in Process Technology during 2016-17 showed 0.0% of courses were taught **traditional (face-to-fac**e), 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Process Technology enrollment consisted of 20.7% **female**, 79.3% **male**, and 0.0% students of **unknown** gender. In 2016-17, Process Technology enrollment consisted of 13.2% **African American** students, 0.0% **American Indian/AK Native** students, 10.4% **Asian** students, 25.9% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 28.5% **White** students, 20.2% **multi-ethnic** students, and 1.3% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Process Technology revealed 3.4% aged **19 or less**, 20.2% aged **20 to 24**, 34.2% aged **25 to 29**, 16.8% aged **30 to 34**, 10.1% aged **35 to 39**, 12.2% aged **40 to 49**, and 3.1% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Process Technology Degrees	4	1	5
College Awarded Certificates	748	644	602
Process Technology Certificates	11	5	34

The percentage change in the number of Process Technology **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Process Technology **certificates** awarded in 2016-17 showed a substantial increase from 2015-16 and showed a substantial increase in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Process Technology Success Rate	68.3%	70.8%	74.1%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	68.3%	70.8%	74.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	56.8%	66.7%	71.3%
Male	70.1%	72.2%	74.8%
Unknown	85.7%	33.3%	-

Ethnicity	2014-15	2015-16	2016-17
African American	62.5%	48.0%	54.9%
American Indian/AK Native	-	-	-
Asian	35.0%	45.2%	72.5%
Hispanic	60.0%	67.0%	76.0%
Pacific Islander/HI Native	-	0.0%	100.0%
White	86.3%	88.5%	81.8%
Multi-Ethnicity	54.5%	82.5%	75.6%
Other/Unknown	12.5%	37.5%	40.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	88.9%	93.8%	46.2%
20 to 24	47.8%	68.6%	65.4%
25 to 29	66.2%	71.1%	75.8%
30 to 34	77.3%	53.8%	75.4%
35 to 39	61.1%	89.5%	66.7%
40 to 49	95.7%	68.4%	95.7%
50 and Older	25.0%	61.9%	75.0%

The percentage difference in the **course success rate** in Process Technology courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Process Technology 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Process Technology **course success rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Process Technology success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Process Technology courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Process Technology success rate for 2016-17, the success rate was slightly lower for **female** students in Process Technology courses, minimally different for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Process Technology success rate for 2016-17, the success rate was substantially lower for **African American** students in Process Technology courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Process Technology success rate for 2016-17, the success rate was substantially lower for students aged **19 or less** in Process Technology courses, moderately lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, substantially higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Process Technology Retention Rate	79.3%	91.1%	89.6%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	79.3%	91.1%	89.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	67.6%	88.9%	85.0%
Male	81.7%	92.3%	90.8%
Unknown	85.7%	33.3%	-

Ethnicity	2014-15	2015-16	2016-17
African American	75.0%	92.0%	80.4%
American Indian/AK Native	-	-	-
Asian	55.0%	74.2%	82.5%
Hispanic	72.5%	91.5%	89.0%
Pacific Islander/HI Native	-	100.0%	100.0%
White	94.1%	93.1%	93.6%
Multi-Ethnicity	54.5%	94.7%	94.9%
Other/Unknown	62.5%	100.0%	80.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	88.9%	100.0%	92.3%
20 to 24	56.5%	96.1%	94.9%
25 to 29	80.0%	90.4%	88.6%
30 to 34	90.9%	82.1%	86.2%
35 to 39	66.7%	97.4%	82.1%
40 to 49	100.0%	87.7%	95.7%
50 and Older	62.5%	90.5%	83.3%

The percentage difference in the **retention rate** in Process Technology courses in 2016-17 showed a slight decrease from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Process Technology 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Process Technology **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Process Technology retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Process Technology courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Process Technology retention rate for 2016-17, the retention rate was slightly lower for **female** students in Process Technology courses, slightly higher for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Process Technology retention rate for 2016-17, the retention rate was moderately lower for **African American** students in Process Technology courses, not applicable for **American Indian/AK Native** students, moderately lower for **Asian** students, minimally different for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately higher for **multi-ethnic** students, and moderately lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Process Technology retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Process Technology courses, moderately higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, moderately lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	**Range**
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires an Associate Degree				
Engineering Technicians, except Drafters, all other (173029)	837	737	99	↑

Projected Regional Job Openings	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)
Requires an Associate Degree		
Engineering Technicians, except Drafters, all other (173029)	153	30

Median Regional Annual Salary	Entry Level Salary	Median Salary
Requires an Associate Degree		
Engineering Technicians, except Drafters, all other (173029)	$40,373	$61,609

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Provide a summary of advisory board suggestions and market data

Advisory boards for the PTEC department meets virtually and face to face on a bi-annual basis. Last year, due to board input and market demand, the focus shifted, specifically with the emergence of the addition of a new certificate (CUES) covering Construction, Utilities, Energy and Safety. New courses are being developed for submission. It was also suggested that three part-time faculty are hired to ensure relevancy in the field.

In partnership with the apprenticeship team, the students combine course work and job hours to complete stackable certificates towards entry level employment and eventually to journeyman status. We plan to create a guided pathway for the students who want to pursue the associates degree and then continuing on to a four-year engineering or business administrative degree.

Student (SLOs) and Program Student Learning Outcome (PSLOs)

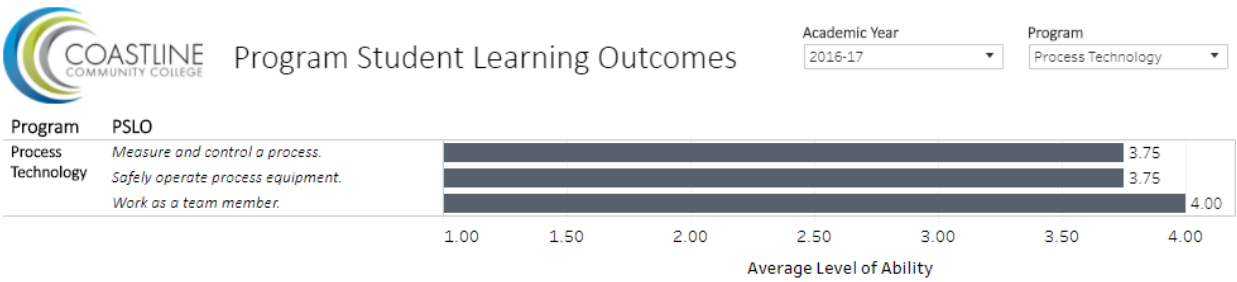
In recent discussions with our PTEC faculty, we discussed the option to collect SLO data and to determine how to assess outcomes using a common tool. There is continued discussion concerning creating a common assessment for workplace ready skills outlined various certifications in the oil and realted industries. Faculty also discussed creating 'department level shared' courses (faculty collaboration), so all student learning outcomes can be addressed with continuity and effective, authentic assessments.

Another discussion touched on creating common rubrics in Canvas to share across courses and instructors. All faculty were encouraged to create more extensive test banks for more effective randomizing of questions. Also, instructors are encouraged to create projects instead of relying on objective tests to measure workplace readiness as part of the course outcomes.

2016-2017 Process Technology Program Student Learning Outcomes (PSLOs)

Process Technology PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Measure and control a process.	4	75.0%	25.0%	0.0%	0.0%
Safely operate process equipment.	4	75.0%	25.0%	0.0%	0.0%
Work as a team member.	4	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the Process Technology Program to produce meaningful data.



Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
New CUES courses to be written and submitted to curriculum (then certificate)	delay due to change in outcomes Fall 2018 Submit Revision	Development phase
Occupational Safety and Health Professional (OSHA) Certificate of Achievement	Spring 2018	Waiting state approval (market data statistics)
PTEC C110 Introduction to Process Technology	Fall 2018 Submit Revision	Minor updates

Course	Date Reviewed	Status
PTEC C111 Health, Safety, and Environment	Fall 2018 Submit Revision	Minor updates
PTEC C112 Quality Management	Fall 2018 Submit Revision	Minor updates
PTEC C113 Process Technology 1: Equipment	Fall 2018 Submit Revision	Minor updates
PTEC C114 Process Technology 2: Systems	Fall 2018 Submit Revision	Minor updates
PTEC C115 Process Technology 3: Operations	Fall 2018 Submit Revision	Minor updates
PTEC C116 Instrumentation 1	Fall 2018 Submit Revision	Minor updates
PTEC C117 Instrumentation 2	Fall 2018 Submit Revision	Minor updates
PTEC C111 Health, Safety, and Environment	Fall 2018 Submit Revision	Minor updates

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop and produce twelve new process technology courses aligned with OSHA standards to advance students towards necessary certifications for job advancement.	Completed	Approved by curriculum	New certificate program
Hire two additional part time instructors to develop the new courses by FALL 2017.	In-Progress	Hired one PT faculty member and will hire another by Fall 2018	Hire another PT faculty
Participate in the state and federal apprenticeship program grants in partnership with the Coastline's Contract Education team, resulting in job placement for all students, especially veterans. The PTEC department will create a bridge with the Building Codes department to expand the opportunities for students to seek varied levels of entering the workforce.	Completed /ongoing	Developing additional guided pathways to BCT, PTEC. Developing new curriculum CUES	Partnerships and broadened apprenticeships
Expand the PTEC advisory board membership to include experts in additional process technology industries, such as Food and Beverage, Bio-Manufacturing and Wastewater Treatment.	Completed /ongoing	Currently added the Building trades council, Career Expansions, Inc with other local companies and union reps.	
Create and design one of the new process technology courses (aligned with OSHA standards to advance students towards necessary certifications for job advancement), as department course (Fall 2018) Coordinate the online **department/shared** development (faulty cohort) with the industry and state contributors	Completed /ongoing	Hold due to changing outcomes from industry	
Hire two additional PT instructors for the PTEC Program. Access PT faculty pool and reach out to additional recruiting agencies (Spring 2018).	Completed /ongoing	One instructor hired	6 more instructors in PT pool
Create new CUES certificate (Construction, Utilities, Energy and Safety) to be offered in coordination with the apprenticeship program (Extended Learning Division team), resulting in job placement for all students, especially veterans.	Completed /ongoing	Hold due to changing outcomes from industry	

This new certificate will cover both PTEC and BCT departments to expand the opportunities for students to seek varied levels of entering the workforce in either area.			

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Seek new opportunities for pathways	ongoing	Developing additional clear pathways to BCT, PTEC. Developing new curriculum CUES
Expand partnerships to strengthen the apprenticeship program	ongoing	Currently added the Building trades council, Career Expansions, Inc with other local companies and union reps.
Grow the part-time faculty pool	completed	Hired one part time instructor and need one more
Facilitate the development of **department/shared** course	ongoing	Discussions underway to develop team with FSC
Expand the Program Advisory Committee to include representatives from engineering, environmental, manufacturing and related industries.	ongoing	10 new members attended the last advisory meeting

Program Planning and Communication Strategies

Faculty discussed how to approach SLO data collection during the last discipline meeting. Most recently at the Spring discipline meeting, and discussed the five-year plan to assess and re-access SLOs to report data and revisions.

Faculty continue to review SLO data and revise as needed. Plans are underway to schedule virtual meetings during the term to discuss findings. We can now align outcomes to key workplace ready skills outlined by various industry certifications, along with those in our certificate programs. Faculty determined the common assessment that would be most effective.

Faculty continue to discuss developing additional department/shared courses in process technology so all student learning outcomes can be addressed with continuity and an effective, rich common assessment.

Implications of Change

The department was able to offer a better sequence of courses for students, since hiring a new part time instructor to teach two courses, in addition to a special cohort from pilot apprenticeship program focused on job readiness. This resulted in a slight increase in the number of certificates awarded.

Another factor is the EPP (Energy Pathway Program) partnership which provides additional students into the program who follow a guided pathway, with employers, which will increase retention and completion.

The shift in demographics to younger students last year, is now trending to an older student. We feel this is due to the developing partnerships with career expansion projects in conjunction with trade

unions. Many workers are coming back for re-training and with a clear pathway, should result in higher completion rates.

Enrollment percentages have increase over the last year as a result of new feeder programs into our courses (apprenticeships) More recently, there are state and local new building projects or renovation projects that will need trained as well as re-trained workers.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	CTE Dean and Associate Dean			1 Dept Chair 4 PT Instructors		
Current year 2018-19	CTE Dean and Associate Dean			1 Dept Chair 5 PT Instructors		
1 year 2019-20	CTE Dean and Associate Dean			1 Dept Chair 10 PT Instructors		
2 years 2020-21	CTE Dean and Associate Dean			1 Dept Chair 10 PT Instructors		
3 years 2021-22	CTE Dean and Associate Dean			1 Dept Chair 10 PT Instructors		

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair	Summer Institute @ Coastline	Teaching and learning training
	Online Teaching Conference	Discussed with faculty at discipline meeting
	InstructureCon - Canvas	Increased skill level
	Guided Pathway Training	ongoing
	SLO Training/Canvas	ongoing
	Canvas Apps Training	ongoing
Faculty	Industry specific training or conferences	ongoing
	Petroleum, Oil, Gas or Energy Summit	For 2018
	Online training Simtronics	To update system and skills

Section 3: Facilities Planning

Facility Assessment

This Process Technology Certificate Program is offered completely online so there are no facility needs at this time.

Section 4: Technology Planning

Technology Assessment

To maintain current updates to software such as Simtronics, the PTEC program will need to update the software and any industry mobile apps used in the field. Technology needs would be ongoing such as new software instructors need to learn. Additionally, we will research and explore new apps or tools to Improve teaching and learning in Canvas.

There is a need for ongoing training for faculty, so they will continue to learn more about rubrics and assessments in the LMS. The training and course review strengthened our online courses, with a focus on regular substantive interaction accompanied by academic rigor and promoting student success, retention and completion.

With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop a department shared process technology course. To train faculty on the mobile suite of products, we will need to acquire an iPad Pro and Surface Pro 4 tablet for related training.

The district now has a district wide license for Camtasia 2018, Snagit and Relay, so instructors can develop interactive online materials. We plan to implement continuous course improvement workshops to explore the options available in Canvas for the instructors to integrate into their courses.

Section 5: New Initiatives

Initiative 1: Create and design one of the new process technology/CUES courses as a **department/shared course** (Fall 2018)
Coordinate the online course development process with the industry and state contributors

Initiative 2: Hire two additional PT instructors for the PTEC Program.
Access PT faculty pool and reach out to additional recruiting agencies

Initiative 3: Create CUES certificate (Construction, Utilities, Energy and Safety) to be offered in coordination with the apprenticeship program (Extended Learning Division team), resulting in job placement for all students, especially veterans.
This new certificate will cover both PTEC and BCT departments to expand the opportunities for students to seek varied levels of entering the workforce in either area.

Describe how the initiative supports the college mission: It supports the college mission by providing experienced instructors to develop new courses, which is a direct outcome of building stronger relationships with industry partners and national recruiting and union agencies.

What college goal does the initiative align with? Select one
☐ Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
x Internal Research (Student achievement, program performance)
X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Based on the emerging partnerships and new curriculum proposed, the advisory board recommended hiring key industry faculty to design, develop and facilitate the department/shared courses.

Recommended resource(s) needed for initiative achievement:
Hire at least three additional part time faculty members by Spring 2019.

What is the anticipated outcome of completing the initiative?
Increased enrollment with the implementation of the new CUES certificate (Construction, Utilities, Energy and Safety) and program. Anticipated outcome: Increased job placement

Provide a timeline and timeframe from initiative inception to completion.
Hire three additional part time faculty members by end of fall 2018, design and develop OSHA and CUES department/shared courses (in Canvas) to be offered late in 2019.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Create and design one of the new process technology department/shared course			One-time	No	Internal Evidence, External Evidence	Instructional and Programmatic Excellence	2019-20	1
Create new CUES certificate (Construction, Utilities, Energy and Safety			One-time	No	Internal Evidence, External Evidence	Instructional and Programmatic Excellence	2019-20	2
Hire three PT instructors for the PTEC Program.	Part time faculty (3)		Ongoing	No	Internal Evidence, External Evidence	Instructional and Programmatic Excellence	2019-20	3

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.